



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 7**

Fall 2006

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Reference List:

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PART 1—READING

1A: PAIRED READING SELECTIONS

DIRECTIONS:

In Part 1A, you will read two selections and answer some questions. You may look back at these two selections as often as needed during Part 1.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 1A of your **Answer Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

DIRECTIONS: Read the selection "Going Ape Over Language." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Going Ape Over Language"
Questions 1–8

- 1 Which of the following statements from the selection expresses an *opinion*?
 - A "Great apes physically cannot produce the consonants or some vowel sounds of human speech."
 - B "Washoe is the most 'talkative' member of this group, with an ASL vocabulary of 240 signs."
 - C "It is Loulis's use of ASL, though, that may be most significant."
 - D "When a trainer caught her eating a crayon, Koko signed 'LIP' and pretended to be applying lipstick!"
- 2 Kanzi is *different* from the other apes mentioned in the selection because he
 - A learned sign language by observing other bonobos.
 - B can put the names of more than one thing together at a time.
 - C communicates by means of geometric symbols.
 - D understands at least 1,000 spoken words.
- 3 When Koko signed "EYE HAT" to describe a face mask, she was
 - A using logic to name unknown objects.
 - B making a joke about an unknown object.
 - C using her artistic abilities.
 - D expressing a complex idea.
- 4 According to the author, Washoe's conversations will be *most* remembered for their
 - A accuracy.
 - B creativity.
 - C emotion.
 - D logic.

- 5 Which of the following sentences is the *best* summary of the selection?
- A Chimps, gorillas, and bonobos have been taught to communicate with humans.
 - B Primates named Washoe, Koko, and Kanzi all learned ASL.
 - C Dr. Fouts and his wife Debbi have taught chimpanzees to talk.
 - D ASL and Yerkish are two languages that primates have learned.
- 6 According to the selection, Koko's responses express all of the following **EXCEPT**
- A creativity.
 - B anger.
 - C sadness.
 - D complex ideas.
- 7 The author wrote the selection *mainly* to
- A persuade readers to support research on communication with apes.
 - B entertain readers with stories about primates that communicate with humans.
 - C compare different methods of teaching apes to talk like humans.
 - D inform readers about developments in the field of human–ape communication.
- 8 Which one of the following would be the *best* place to find additional information about the topic?
- A an encyclopedia entry about apes and their offspring
 - B a book of essays titled *Communication Between Humans and Primates*
 - C the science-fiction movie "Planet of the Apes"
 - D a newspaper article about apes living in their natural habitat

DIRECTIONS: Read the selection "Woodsong." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Woodsong"
Questions 9–16

- 9 The setting for this selection is
- A somewhere on the route of a long dog race.
 - B a northern wilderness in winter.
 - C a rural dog-training school.
 - D a large urban park.
- 10 Which of the following *most* accurately describes the daylong run?
- A The narrator had to reach food and shelter that night to be able to survive.
 - B The dogs were not nearly as strong or as smart as the narrator had hoped.
 - C The narrator became angry that the dogs were not obeying commands.
 - D The dogs had to learn to keep on running past new or interesting things.
- 11 When the narrator *first* builds a fire, the dogs are
- A amazed.
 - B curious.
 - C terrified.
 - D delighted.
- 12 According to the narrator, dogs *mostly* use song
- A as a warning to other animals.
 - B to express fear of fire.
 - C to entertain each other.
 - D in reaction to natural events.

- 13 According to the narrator, the dogs started to sing when the fire died because they became
- A sad.
 - B cold.
 - C angry.
 - D afraid.
- 14 The *main* purpose of the selection is to
- A persuade readers to take better care of the natural world.
 - B inform readers about all the dangers of life in the wild.
 - C tell readers a story about the intelligence of dogs.
 - D teach readers how to survive in the winter woods.
- 15 In the *last* sentence of the selection, the narrator was *probably* thinking that
- A dogs are much more fearful than people.
 - B people are much more fearful than dogs.
 - C dogs may be more adaptable than people.
 - D people may be more adaptable than dogs.
- 16 This selection is *most likely* from
- A a biography.
 - B a personal narrative.
 - C a handbook on wilderness training.
 - D an encyclopedia article on dog sledding.

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 17 through 21 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

- 17 Woodsong and "Going Ape Over Language" are very different in some ways. Which of the following is an important *similarity*?
- A Both describe research projects.
 - B Both are about humans observing animal language.
 - C Both concern life in a natural setting.
 - D Both focus on differences between humans and animals.
- 18 What advice might the researchers in "Going Ape Over Language" give to Gary Paulsen, the author of Woodsong, about understanding animal language?
- A Listen only at night.
 - B Observe carefully.
 - C Teach dogs sign language.
 - D Keep dogs caged.
- 19 The authors of *both* of these selections would *probably* agree that
- A communication between animals is extremely complex.
 - B one should study animal communication in the wild.
 - C communication between humans and animals has to be planned.
 - D one should study animal communication in a laboratory setting.

- 20** In these two selections, “interspecies communication” means communication between
- A** animals in captivity and animals in the wild.
 - B** humans and animals.
 - C** chimpanzees, gorillas, orangutans, and dogs.
 - D** researchers.
- 21** In *both* selections, animals communicate sadness to humans. Washoe the chimp does so by signing “CRY,” while the dogs in Woodsong do so by
- A** barking at Paulsen.
 - B** pawing at the snow.
 - C** singing a song.
 - D** straining to get free of the chains.

1B: RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed

- 22** Humans and animals can never truly understand each other. Do you agree or disagree?

Explain your answer using specific details and examples from *both* "Going Ape Over Language" and "Woodsong." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 3 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

PART 1B: CHECKLIST FOR THE RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 3 of your **Answer Document**.

CHECKLIST:

- _____ Do I take a position and clearly answer the question I was asked?
- _____ Do I support my answer with specific examples and details from *both* reading selections?
- _____ Do I show how the two reading selections are alike or connected?
- _____ Is my response complete?

NOTES/PLANNING

NOTES/PLANNING

PART 2—READING

INDEPENDENT READING SELECTIONS

DIRECTIONS:

In Part 2, you will read two selections and answer the questions that follow each selection. You may look back at these two selections as often as needed in Part 2.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2 of your **Answer Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

DIRECTIONS: Read the selection "Beth Rodden: Rock Climber." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Beth Rodden: Rock Climber"
Questions 23–30

- 23** What is the *main* purpose of the first three paragraphs of the selection?
- A** to state the author's purpose for writing
 - B** to describe the problem the author must solve
 - C** to give background information about rock climbing
 - D** to set the scene for the climb up Warp Factor
- 24** How does Beth Rodden think she differs from most rock climbers?
- A** She is younger and more motivated.
 - B** She climbs for fun and not for competition.
 - C** She prefers to climb when it is hot.
 - D** She made her first redpoint attempt as a teenager.
- 25** As Beth describes her climb up Warp Factor, how does she hold the reader's attention?
- A** by reporting her thoughts and feelings
 - B** by writing in short sentences
 - C** by including several comments from friends
 - D** by asking questions and then answering them
- 26** Which of the following sentences from the selection expresses an *opinion* rather than a *fact*?
- A** "A belayer must always be ready to take action if a climber falls."
 - B** "We were at Donner Summit in Lake Tahoe, California."
 - C** "I laced up my climbing shoes, then dipped my hands in my chalk bag."
 - D** "I think my new sense of calm is the result of experience."

- 27 Why does the author include the box on page 24?
- A to let the reader know that she won the Junior National Championship in 1998
 - B to explain rock climbing terminology such as “bad edge” and “redpoint attempt”
 - C to help the readers stay motivated in reaching their goals by learning how she stays motivated
 - D to give a more complete picture of herself, since the passage focuses on just one specific climb
- 28 Near the end of the selection the author writes, “I’ve learned how important it is to push yourself and strive for excellence.” Which sentence found earlier in the selection *best* supports this idea?
- A “I love the sensation of being high up and away from all of life’s complications.”
 - B “Before a climb, we always say, ‘The worst that can happen is you fall.’ ”
 - C “You have to block out the pain and urge yourself to keep going.”
 - D “I can’t afford to give in to self-doubt when I’m climbing.”
- 29 Which common feature of magazine articles also appears in this selection?
- A headings for each section
 - B information set off from the text for emphasis
 - C graphs, charts, or tables as illustrations
 - D definitions of technical terms, located in the margins
- 30 Based on the selection, which of the following can be *inferred* about the author?
- A Rock climbing is not her favorite activity.
 - B She spent time as a belayer before she began rock climbing.
 - C She depends on only herself to reach the top.
 - D She gets a little nervous before every serious climb.

PART 3—WRITING

3A: WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

In Part 3A, you will be given a theme and a number of ways to write about it.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

We will begin Part 3A together by reading the information on the next page. As I read aloud, please follow along in your booklet.

WRITING FROM KNOWLEDGE AND EXPERIENCE**31 WRITE ABOUT THE THEME: LEARNING A LESSON**

Sometimes people learn valuable lessons from difficult experiences.

Do **ONLY ONE** of the following:

convince readers that they can take a difficult experience
and turn it into something positive

OR

describe a time when you or someone you know had a difficult
experience but learned a valuable lesson from it

OR

tell about a time when someone failed to learn a valuable lesson
from a difficult experience

OR

write about the theme in your own way.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 9 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 3A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 9 of your **Answer Document**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

NOTES/PLANNING

3B: STUDENT WRITING SAMPLE

DIRECTIONS:

In Part 3B, you will read a student writing sample and answer some questions. You will be reading everything in Part 3B silently. You may look back at the student writing sample as often as needed.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 3B of your **Answer Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

REVISING AND EDITING THE STUDENT WRITING SAMPLE

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

It was the middle of the afternoon. It was in the summer. Lindsey was at her Grandpa's house. Normally on summer afternoons when she was at her grandpa's house, he would be cleaning up. But today he wasn't cleaning up.

Lindsey asked, "Why aren't you cleaning up, Grandpa?" "I have a sore back, and I can't lift heavy boxes or walk at all," he replied.

When Lindsey looked at him, he said "You can help me by carrying these three heavy boxes to the shed." A smile came to her face when he said the words "help me."

Lindsey hurried down the basement steps, almost breaking her neck, and grabbed a heavy box. The box clung to the floor as she tried to lift it. The box was almost as big as she was, and she couldn't hardly carry it. She rushed to the shed and set the box down inside. She saw lots of tools and fishing poles hanging from hooks on the walls.

When Lindsey rushed to the basement to grab another box, her grandpa scolded her for rushing. So she grabbed the next box. It was twice as heavier, and taller than the last one. As she tried to pick up the box, she fell to the floor. Everything fell to the floor making a big mess. She thought, "Oh, no. I'm in trouble."

She laid on the basement floor for a moment. Then she got back on her feet to clean up. It took her about five minutes to clean up. Once again she lifted the heavy box, thinking that now she knew why her grandpa's back was sore.

Finally Lindsey carried out the last box, she rushed to her grandpa saying that her back hurt. He acted like he didn't hear her and said, "You did an amazing job!"

She thanked him for the compliment as she wiped the sweat off her face. He gave her a high-five and thanked her for helping him with the boxes. When Lindsey said that he could call her any time for help, he gave her a hug.

The rest of the afternoon Lindsey felt good from having gotten all that exercise. She felt like a winner—someone who can survive a hard job!

Questions 32–36

32 The writer *most likely* wrote the selection to

- A** persuade readers to exercise.
- B** show how easy solving a problem can be.
- C** discuss the correct way to lift heavy boxes.
- D** tell readers an inspiring story.

33 What should be done to correct the punctuation in the sentence below?

"I have a sore back, and I can't lift heavy boxes or walk at all." he replied.

- A** Change *he* to *He*.
- B** Replace the period after *all* with a comma.
- C** Add closing quotation marks after *replied*.
- D** It is correct.

34 Which underlined word is spelled incorrectly?

Lindsey hurried down the basement steps, almost breaking her neck, and grabbed a heavey box.

- A** hurried
- B** breaking
- C** grabbed
- D** heavey

- 35 Which sentence would a peer editor say does **NOT** help develop the story?
- A Normally on summer afternoons when she was at her grandpa's house, he would be cleaning up.
 - B Lindsey asked, "Why aren't you cleaning up, Grandpa?"
 - C She saw lots of tools and fishing poles hanging from hooks on the walls.
 - D He acted like he didn't hear her and said, "You did an amazing job!"
- 36 What would a peer editor *most likely* say to the writer after reading the first two paragraphs?
- A "You need a better lead to capture the readers' attention."
 - B "You need to make your theme more obvious at the very beginning."
 - C "You need to check for punctuation and capitalization errors."
 - D "You need to stay more focused on your central idea."

PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS: Write a response to the question in the box below. You may look back at the student writing sample as often as needed.

37 **Is this a good example of seventh-grade writing? Why or why not?**

Use details from the student writing sample to support your answer.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 11 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 3B: CHECKLIST FOR THE PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 11 of your **Answer Document**.

CHECKLIST:

_____ Do I clearly answer the question that was asked?

_____ Do I support my answer with details from the student writing sample?

_____ Is my response complete?

NOTES/PLANNING

Scoring Key: Part 1: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
1	C	R.CS.06.01	Assess qualities/accuracy/relevance of writing
2	C	R.CM.06.02	Read/retell/summarize texts
3	A	R.CM.06.02	Read/retell/summarize texts
4	C	R.CM.06.02	Read/retell/summarize texts
5	A	R.CM.06.02	Read/retell/summarize texts
6	B	R.CM.06.02	Read/retell/summarize texts
7	D	R.IT.06.01	Analyze elements/style of informational genre
8	B	R.IT.06.01	Analyze elements/style of informational genre
9	B	R.NT.06.03	Analyze dialogue/plot/themes/climax/characters
10	D	R.CM.06.02	Read/retell/summarize texts
11	C	R.NT.06.03	Analyze dialogue/plot/themes/climax/characters
12	D	R.NT.06.03	Analyze dialogue/plot/themes/climax/characters
13	A	R.NT.06.03	Analyze dialogue/plot/themes/climax/characters
14	C	R.NT.06.02	Analyze elements and style of narrative genres
15	C	R.CM.06.03	State themes/truths/principles w/in/across texts
16	B	R.NT.06.02	Analyze elements and style of narrative genres
17	B	R.CM.06.03	State themes/truths/principles w/in/across texts
18	B	R.CM.06.03	State themes/truths/principles w/in/across texts
19	A	R.CM.06.03	State themes/truths/principles w/in/across texts
20	B	R.WS.06.07	Use strategies to determine meaning
21	C	R.CM.06.03	State themes/truths/principles w/in/across texts

Scoring Key: Part 2: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
23	D	R.IT.06.03	Explain how authors enhance understanding
24	C	R.NT.06.03	Analyze dialogue/plot/themes/climax/characters
25	A	R.IT.06.03	Explain how authors enhance understanding
26	D	R.CS.06.01	Assess qualities/accuracy/relevance of writing
27	D	R.IT.06.03	Explain how authors enhance understanding
28	C	R.CS.06.01	Assess qualities/accuracy/relevance of writing
29	B	R.IT.06.01	Analyze elements/style of informational genre
30	C & D	R.CM.06.03	State themes/truths/principles w/in/across texts

Scoring Key: Part 3: Student Writing Sample

Item Number	Correct Answer	GLCE	Description
32	D	W.PR.06.01	Consider audience and purpose for writing
33	B	W.GR.06.01	Write with or ID correct grammar and usage
34	D	W.SP.06.01	Spell frequently misspelled words correctly
35	C	W.PR.06.05	Proofread and edit writing
36	A	W.PR.06.05	Proofread and edit writing